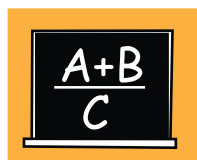# MI Access™
**Michigan's Alternate Assessment Program**

# Functional Independence

## Sample Assessment Booklet
Updated 10/21/05

# Mathematics

# Grade 5

# Introduction

The *Grade 5 Mathematics Functional Independence Sample Assessment Booklet* has been developed to provide teachers, administrators, parents, students, and other interested stakeholders with a sample of the content and length of the assessment. Additional *Mathematics Functional Independence Sample Assessment Booklets* are available in grades 3, 8, and 11. The *Sample Assessment Booklets* can be downloaded from the MI-Access Web page at **www.mi.gov/mi-access**.

The table below indicates the number of core items and possible points on the *Grade 5 Functional Independence Mathematics Assessment*, as well as the number of pilot items that will be embedded in the assessment. A student's overall performance score will be based only on his or her performance on the core items. Data will be collected about student performance on the embedded pilot items, but they will **not** count toward a student's overall performance score. A portion of the core items will be released electronically each year. The embedded items will be used to replace the released items in future assessment booklets.

| Mathematics Strand | Number of Core Items |
|---|---|
| Numbers and Operations | 16 |
| Measurement | 10 |
| Geometry | 2 |
| Data and Probability | 2 |
| **TOTAL CORE ITEMS/POINTS** | **30** |
|  |  |
| **EMBEDDED ITEMS** | **8**<br>**(Numbers vary by strand and topic)** |
| **TOTAL ITEMS** | **38** |

The *Grade 5 Functional Independence Mathematics Sample Assessment Booklet* reflects the content and length of the operational assessment, which will be administered for the first time in fall 2005. Placeholders for embedded pilot items have been designated in the *Sample Assessment Booklet* (items 31-38). Please note that the positions of the embedded pilot item placeholders have been determined solely for the ease and convenience of the users of the *Sample Assessment Booklet*. The placement of embedded pilot items in the operational assessment booklets will vary from year to year.

**DIRECTIONS**: Read each question. Choose the **BEST** answer for each question.

**Additional Information**:

• Please note that the *Functional Independence Mathematics Assessments* are based on the *Extended* Grade Level Content Expectations (EGLCE) and benchmarks (EB). The EGLCE or EB that each item in the booklet measures can be found on page 27.

• Braille versions of the assessment are available for the *Functional Independence Mathematics* operational assessments.

• For the *Functional Independence Mathematics Assessment*, a student may (1) use a calculator, and (2) have certain assessment item stems and certain answer choices read aloud, if the Individualized Education Program Team determines these are appropriate assessment accommodations. Some item stems and answer choices must **NOT** be read aloud, such as where the question is, "What is the numeral for two?", where one of the choices would be "2." The operational manual has a table indicating which item stems and answer choices cannot be read aloud.

• Students may record their answers and perform their computations in the assessment booklet, so extra paper will not be necessary. Clear acetate rulers are provided for students to answer questions requiring measurement of length.

• Because of the population being assessed, there may be instances in which assessment administrators choose to use the actual items, such as coins, bills, and clocks, instead of relying on the pictures provided in the assessment booklet. However, the actual item may **NOT** change the nature of the question or elicit a different response.

Use the four figures below to answer question **1.**
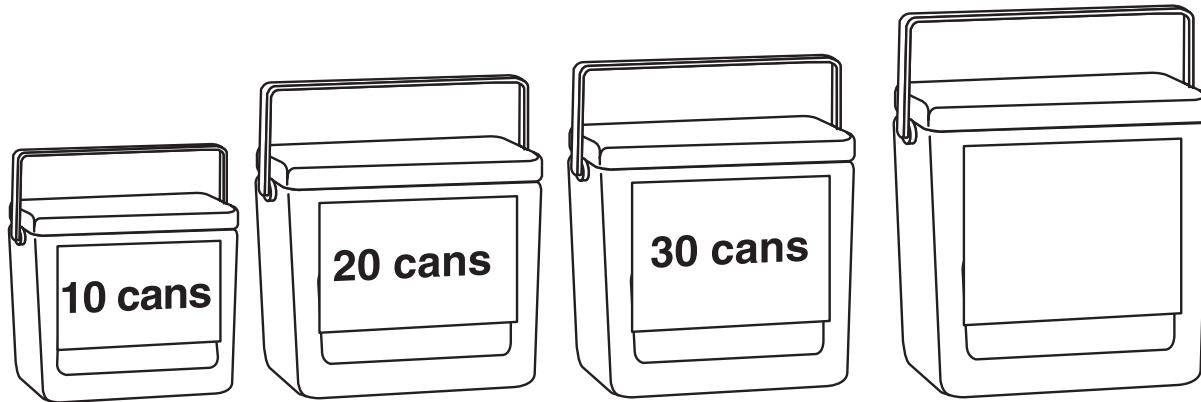


**1**     If the pattern continues, how many cans will the last cooler hold?


    **A**     31 cans

    **B**     40 cans

    **C**     50 cans

**2**    What number comes next in the pattern?


    **60     70     80     _____**


    **A**    90

    **B**    85

    **C**    80

---

**3**    What time is missing in the pattern?


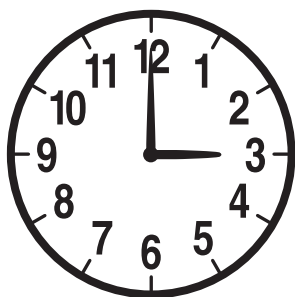    **11:00        12:00        _____        2:00**


    **A**    1:00

    **B**    5:00

    **C**    7:00

**4**     Which unit can be used to measure time?
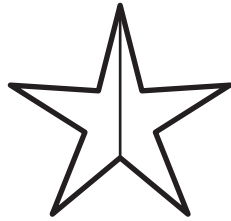
    **A**     foot

    **B**     minute
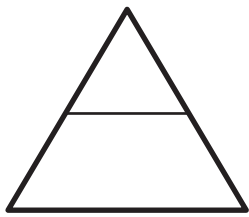
    **C**     pound

---
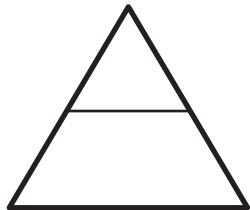
**5**     It is 3:00.



What time will it be in 1 hour?

    **A**     2:00

    **B**     4:00

    **C**     6:00

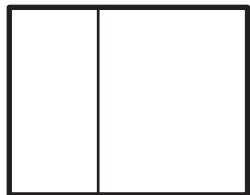Use the three shapes below to answer question **6**.
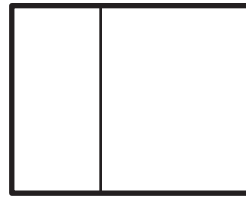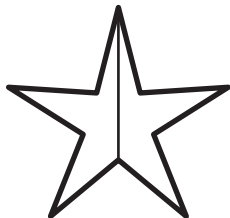
**6**   Which shape is divided into 2 equal parts?
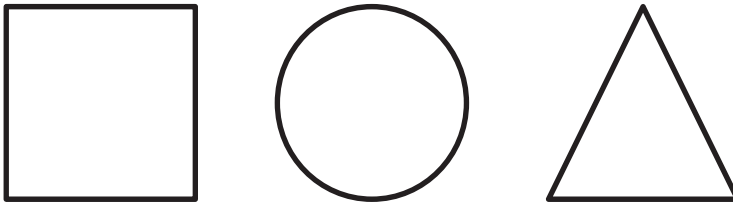
**A**

**B**

**C**

Use the figures below to answer question **7.**



**7**    Which figure has 4 sides?

   **A**    square

   **B**    circle

   **C**    triangle

---

Use the coins below to answer question **8.**



**8**    How much money is shown in the picture?

   **A**      6¢

   **B**    17¢

   **C**    18¢

Use the coins below to answer question **9**.

**9**    How much money is shown in the picture?

    **A**    4¢

    **B**    31¢

    **C**    40¢

---

Use the coins below to answer question **10**.

**10**    How much money is shown in the picture?

    **A**    25¢
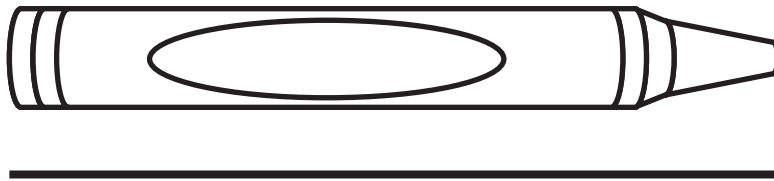
    **B**    50¢

    **C**    75¢

**11**    Nancy has these coins in her pocket.

How much does she have?

**A**      3¢
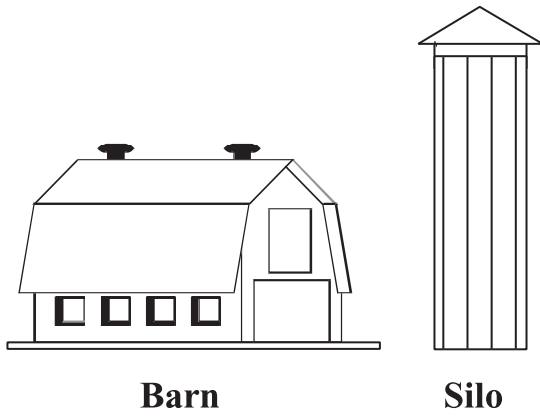
**B**    15¢

**C**    30¢

Use the figure below to answer question **12**.

**12**    What is the length of the crayon to the nearest inch?

**A**    3 inches
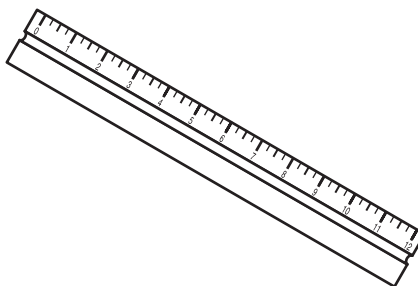
**B**    4 inches
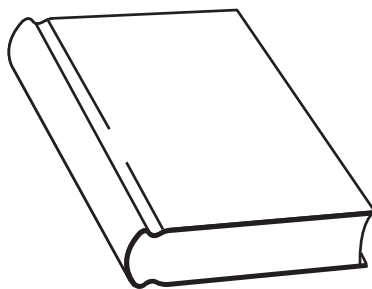
**C**    5 inches

Use the two figures below to answer question **13.**



**Barn**                    **Silo**

**13**    The barn is _____ the silo.
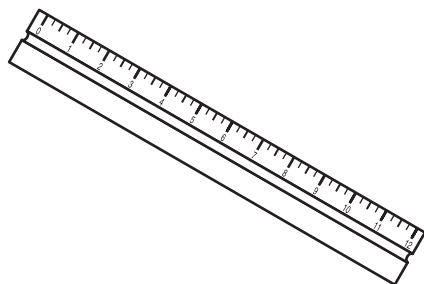

    **A**    shorter than

    **B**    taller than

    **C**    the same height as

Use the figures below to answer question **14.**

**14**     Which of the figures shown is most likely the **heaviest**?
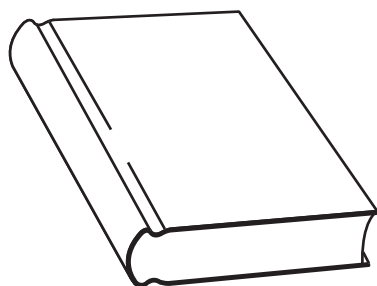
**A**

**B**

**C**

**15**    Matt and Sue caught the following fish:

**Fish Caught**

| Trout | ||||  |
|-------|------|
| Bass  | |||  |
| Pike  | ||   |

How many trout did they catch?

**A**    2

**B**    3

**C**    4

**16**   Joe asked his friends whether they wanted to eat hamburgers or hot dogs.

Four friends wanted hamburgers.

Three friends wanted hot dogs.

Which set of tally marks shows how many friends wanted hot dogs?

**A**   ||

**B**   |||

**C**   |||| ||

---

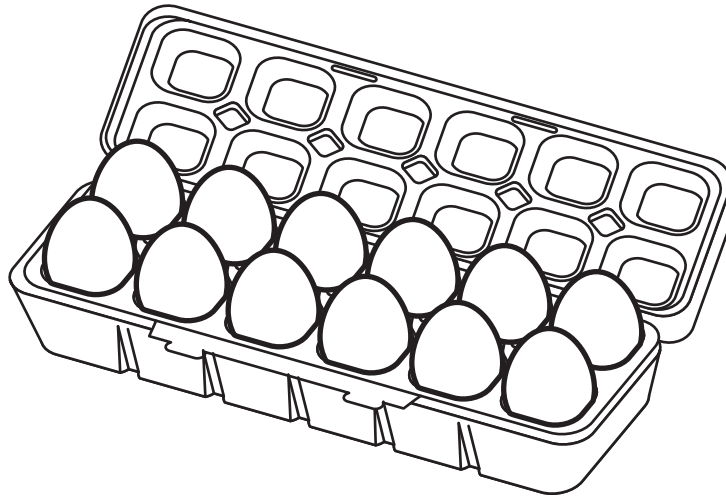**17**   Pam has twelve stamps.

What is the numeral for twelve?

**A**   13

**B**   12

**C**   11

Use the figure below to answer question **18.**



**18**    How many eggs are shown in the carton?


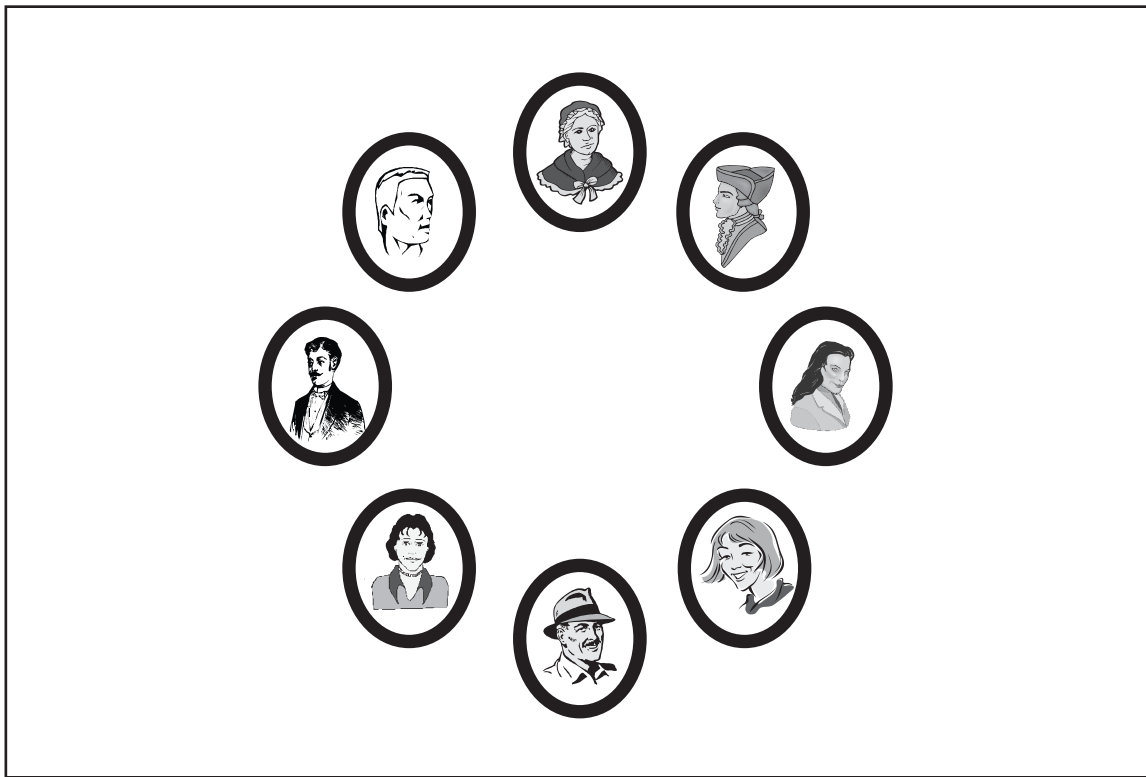**A**    6

**B**    8

**C**    12

---

**19**    What is another way to show the number 5?


**A**    30 - 25

**B**    15 - 4

**C**    11 - 7

Use the figure below to answer question **20.**



**20**     How many pictures are hanging on the wall?


**A**     8

**B**     9

**C**     10

**21**    Bob caught nineteen fish last weekend on a camping trip.

What is the numeral for nineteen?

**A**    9

**B**    19

**C**    29

Use the figure below to answer question **22.**
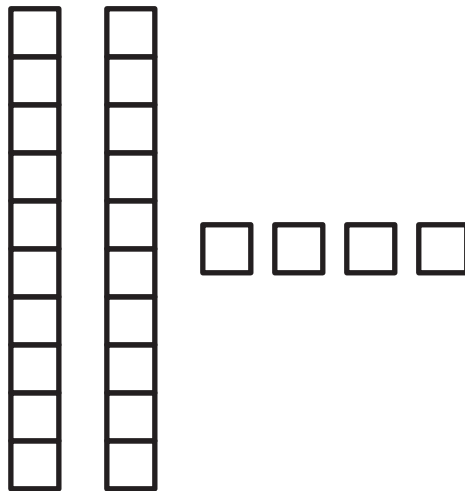


**22**    What value is shown?

**A**    6

**B**    20

**C**    24

**23**    What numeral represents the number seventeen?


    **A**    7

    **B**    17

    **C**    27

---

**24**    Compare the numbers 29 and 48.


        29 is   _____   48


What words go in the blank?


    **A**    equal to

    **B**    greater than

    **C**    less than

**25**    There were 15 cookies in a package.

Two of the cookies were eaten.

How many cookies are **left**?

    **A**     6

    **B**     9

    **C**     13

**26**    There were 7 peaches on the table.

Jan ate 3 of the peaches.

How many peaches are **left**?

    **A**     5

    **B**     4

    **C**     2

**27**    There were 6 notebooks on a desk.

There are four students.

**Each** student takes 1 notebook.

How many notebooks are **left** on the desk?

**A**    10

**B**    4

**C**    2

**28**    Mandy had 10 papers.

She threw 4 papers away.

How many papers did Mandy have **left**?

**A**    5

**B**    6

**C**    7

**29**    Mary has 6 pieces of candy.

Tony has 5 pieces of candy.

Hayden has 3 pieces of candy.

How many pieces of candy are there **altogether**?

**A**    8

**B**    11

**C**    14

---

**30**    Kevin had 8 stamps.

He bought 10 more stamps.

**8**                                              **10**

**About** how many stamps does he have now?

**A**    10

**B**    20

**C**    30

**31** EMBEDDED ITEM

**A**

**B**

**C**

---

**32** EMBEDDED ITEM

**A**

**B**

**C**

**33** EMBEDDED ITEM

**A**

**B**

**C**

**34** EMBEDDED ITEM

**A**

**B**

**C**

**35**    EMBEDDED ITEM

**A**

**B**

**C**

---

**36**    EMBEDDED ITEM

**A**

**B**

**C**

**37**   EMBEDDED ITEM

    **A**

    **B**

    **C**

---

**38**   EMBEDDED ITEM

    **A**

    **B**

    **C**

**STOP**

**Do Not Continue.**

Below is a list of the Extended Grade Level Content Expectations (EGLCE) that each item in this sample booklet measures.

Because the assessment will be administered during the *fall* of the school year, only content from the *previous* grade level will be measured on the assessment. Therefore, items eligible for the Grade 5 assessment will measure the Grade 4 EGLCE.

The references to EGLCE contained in this document can be found in the *Extended Grade Level Content Expectations*, which are available for review and download at **www.mi.gov/mi-access**.

| Item Number | Strand | Domain | Topic | EGLCE |
|---|---|---|---|---|
| 1 | N | MR | 1 | 09 |
| 2 | N | MR | 1 | 09 |
| 3 | M | UN | 1 | 05 |
| 4 | M | UN | 1 | 01 |
| 5 | M | UN | 1 | 05 |
| 6 | G | GS | 1 | 01 |
| 7 | G | GS | 1 | 01 |
| 8 | M | PS | 2 | 09 |
| 9 | M | PS | 2 | 09 |
| 10 | M | PS | 2 | 09 |
| 11 | M | PS | 2 | 09 |
| 12 | M | UN | 1 | 03 |
| 13 | M | PS | 1 | 04 |
| 14 | M | PS | 1 | 04 |
| 15 | D | RE | 1 | 03 |
| 16 | D | RE | 1 | 02 |
| 17 | N | ME | 1 | 01 |
| 18 | N | ME | 1 | 01 |
| 19 | N | ME | 1 | 02 |
| 20 | N | ME | 1 | 01 |
| 21 | N | ME | 1 | 01 |
| 22 | N | ME | 1 | 03 |
| 23 | N | ME | 1 | 01 |
| 24 | N | ME | 1 | 05 |
| 25 | N | FL | 2 | 11 |

| Item Number | Strand | Domain | Topic | EGLCE |
|---|---|---|---|---|
| 26 | N | FL | 2 | 11 |
| 27 | N | MR | 3 | 16 |
| 28 | N | FL | 2 | 11 |
| 29 | N | FL | 2 | 12 |
| 30 | N | FL | 3 | 15 |
| 31 | Embedded Placeholder | | | |
| 32 | Embedded Placeholder | | | |
| 33 | Embedded Placeholder | | | |
| 34 | Embedded Placeholder | | | |
| 35 | Embedded Placeholder | | | |
| 36 | Embedded Placeholder | | | |
| 37 | Embedded Placeholder | | | |
| 38 | Embedded Placeholder | | | |

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